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ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

A Treat in Preparation

The March 18 issue of the Journal of Education will be one of extraordinary interest. First and most important, it will be a "Washington Conference Number," and as such it will set before its readers a comprehensive account of things said and done at the annual gathering of the Department of Superintendence of the National Education Association. Dr. Winship's own impressions and interpretations will be supplemented with the texts of various outstanding addresses, in complete or abstract form.

Those who attended the conference will find in the contents of the March 18 Journal a most interesting review, in excellent form for preservation. Those who did not go to Washington will obtain authentic and inspiring testimony as to what went on there.

In still another sense the March 18 issue of this magazine will be significant, for on that occasion the Journal is to don a new typographic attire. The purpose of the changes, which have been carefully planned, is to make the magazine more attractive and more easily read.

We believe you will like the March 18 Journal for many reasons.

School Cost as an Investment

To hear some people whine at school taxes one would think they are a burden instead of an investment in dividend paying bonds.

Any thrifty man who finds that he has in hand on January 1 Liberty Bonds paid for out of his earnings for the year goes home smiling, but he has no more cause for smiling than a city government whose Board of Education has invested in the best of education of the children and youth.

The man with his Liberty Bonds made sacrifices and his family made sacrifices. He has Liberty Bonds because he did not have some other things. So a city has investments in the education of its children because it has used money in that way.

This is not an imaginary bond investment but a clear cash income from the investment, an income to the city treasury and thereby to the pocket of every taxpayer.

Any city that is ambitious to be larger knows full well that the greatest attraction to worthwhile residents is the school. No desirable family comes to any city for residence if there is the slightest suggestion that the school buildings are out of date, that equipment bears signs of a parsimonious people; that teachers

are poorly paid or poorly prepared as they always are if poorly paid.

New school buildings are always much larger than present need. Usually a fourth of the building is for future use, is provided for children of taxpayers for whom it bids.

Present buildings will be adequate in every way for more than seventy years, but no city government dares to prorate the cost over more than thirty years. In other words the building is providing for half its use for nothing relatively. That is to say, it is intentionally building for children unborn, and for children of parents who will come to the city.

We take San Diego as a sample of a city that bids for residents through the best schools and best school conditions. The enrollment last year increased one-seventh. Much of this increase was from new residents, since newcomers without children would offset many of the children from residents.

There were two thousand four hundred and forty (2,440) more children in schools than the year before.

Think of the income from taxes, direct and indirect, from that one-seventh increase and the families they represent.

It is not alone the direct increase in taxes on the houses in which they live and on the incomes they earn. Think of the increased sale of boots and shoes, food and clothing, fruit and candy, drugs and games, movies and knick-knacks; of income of dentists and physicians, business in banks, milliners and dressmakers. All of these profiteers from the large increase in population thus represented are large taxpayers, cheerful taxpayers. And this increase in tax income will go on for an average of thirty years while the school cost will be for a few years.

Once upon a time a newly-elected mayor of a city of a hundred thousand people read me his inauguration address in advance. He had been elected on an economy basis, and he had put into his inauguration address a strong case on school costs, because the city had the largest percentage of children in the state. He struck an attitude when he came to this, which he emphasized.

I decided it was my opportunity, and I followed his attitude, saying: "This is a great burden to the dentists, physicians, druggists, boot and shoe dealers, clothiers, fruit and candy stores, all of whom suffer from this unusual proportion."

He said: "You are making a fool of me."

"No, you did it yourself."

When he read that inaugural he made his high spot what it meant to the city to look into the future of this large proportion of the population who were already contributing much to the taxpaying business element in the city. It was the one paragraph in his inaugural that brought a genuine ovation.

San Diego's one-seventh increase in school enrollment is a business investment which any promoter would like as an investment for thirty years.

A Million-Dollar Cemetery Benefaction

We are using in this issue from The Congregationalist, a true story by J. M. French, M.D., of Milford, Massachusetts, the account of the way in which a quiet, humble, devout son of Vermont created a cemetery for Topeka, Kansas, provided a fund for the perpetual care of all lots, and devoted all the receipts therefrom to Washburn College of Topeka, to the Young Men's Christian Association, and to the Young Women's Christian Association. The returns to these three institutions will be more than a million dollars when the lots are all sold, as they will be at no distant day. Dr. French adds many incidents that make the article very readable.

President Zook of Akron

Of the many universities and colleges that are inaugurating presidents this season none has greater significance than has the inauguration of George F. Zook as president of the Municipal University of Akron. There are two reasons for exceptional interest in this occasion. First, because this is the most typical of the municipal universities, and second, because President Zook's preparation for this service has had only one parallel, which is that of President Samuel P. Capen of Buffalo University, whose administration is eminently successful.

President Zook was selected because he knows more of the colleges and universities of today than any one else in the country, with the possible exception of President Capen. He was selected to lead this university into greater usefulness, because he has been studying American colleges and universities to know how they could be better and do better.

It was inevitable that his inauguration should bring together a distinguished body of university and college men and women from more than one hundred institutions because of his relation to them.

Besides the inauguration ceremonies the program featured an address by Dr. O. E. Olin, vice-president of the university faculty, who gave the history of the university and of its leading benefactors. The inauguration address by President Zook presented the situations attending universities and colleges, especially analyzing the needs of Akron University. At a special luncheon at the University Club United States Commissioner John J. Tigert was the chief speaker, and at the Educational Conference the speakers were Dr. Charles H. Judd, Chicago University; Dr. Adam Leroy Jones, Columbia University; President R. M. Hughes, Miami University, and President Frederick C. Hicks, University of Cincinnati.

Passing of Dr. Van Sickle

Dr. James H. Van Sickle, one of the ablest educators of the country, died suddenly at the home of ex-Superintendent West of Baltimore, at Miami, Florida. He was a national leader for a quarter of a century, first as superintendent in Denver, then as superintendent of Baltimore, and for years as superintendent of Springfield, Mass., resigning four years ago, at the age of seventy, to enjoy life at Coral Gables, Florida. He was highly professional in all of his work, critically scholarly, eminently businesslike in administration. He was the editor of several profitable popular textbooks, and an educational lecturer of rare ability. He was greatly enjoying his restful life in Southern Florida when his sudden death came.

Jane Addams

Jane Addams, of Hull House fame, spoke at the Old South Meeting House Forum, Boston, on Sunday afternoon, January 24, on "Is the World Growing Better?" As soon as the doors were open forty-five minutes ahead of time the house was packed to the limit and hundreds were shut out. All the time up to fifteen minutes after the opening time there was a steady stream of people who defied the cold wave in their expectation that they could get in. It was a wholly new experience for the Old South Meeting House Forum. This is not a surprise, for Jane Addams is in a class by herself. As president of the International Congress of Women and presiding at The Hague in 1915, at Zurich in 1919, and at Vienna in 1921, no American woman has rendered a greater service to humanity, and none has a higher reputation as a lecturer on social and political problems. She is equally well known through her books, among which are: "The Spirit of Youth in the City Streets," "Twenty Years at Hull House," "Newer Ideals of Peace," and "A New Conscience and an Ancient Evil."

Miss Addams said:—

"The most hopeful thing here is the effort being made towards a scientific approach to the study of war as a social disease, now exemplified by a school in Baltimore and by another at Washington. All these attempts, by organizations or by private individuals, are sincere attempts to discover whether or not we can use the present revulsion against war to bring forward really and truly that kind of organization which will make war, if not impossible, at least much less probable and less likely than ever before.

"We have lived through the first twenty-five years of the century, and in that quarter of a century 10,000,000 men, largely young men, were taken out of the world because somehow or other the so-called statesmen were unable to compose their differences and so manage relations between the nations as to avoid war. That is the sort of thing which must not be allowed to happen again. We are all in a sense equally responsible, and unless we are to fail of our opportunity—to fail in imagining what the historian of the future is going to say of our lack of international morality—this is the time and the hour to do our utmost. You have got to push on in spite of those who apply to the friends of better international relations such names as blasphemers and traitors."

A Scientific Study of Educational Work in Mississippi

During the last three months of 1925 a survey of the entire public educational system of Mississippi was completed under the direction of Professor M. V. O'Shea of the University of Wisconsin. It was found while the work was in progress that there were a number of educational and scientific problems that could not be solved without an extensive application of intelligence tests and measurements of educational achievement. Bernard B. Jones, of Washington, D.C., a former resident of Mississippi, who has contributed liberally to the support of higher education in the state, agreed to finance a comprehensive test and measurement program, and appropriated a very generous sum for the work. The funds are being administered by Governor Whitfield. Professor O'Shea, who is directing the work, has the counsel of a board of consultants of twelve leaders in work in intelligence tests and educational measurements, in addition to Professors V. A. C. Henmon, Curtis Merriman, and John G. Fowlkes, all of the University of Wisconsin, who are associated with Professor O'Shea in carrying through the program and scoring, tabulating, and interpreting the results. Intelligence tests, measures of achievement, and tests for aptitudes will be applied to approximately 50,000 pupils in the elementary and high schools and the colleges and university, and in addition data relating to the hygiene and educational conditions of school buildings and the dietary regimen of pupils will be secured and correlated with intelligence and educational data. It is expected that a large amount of data of educational and scientific value will be secured from this thorough-going program, which is more extensive than has ever been carried through in any state heretofore.

Championship Pays

The Biltmore Hotel, New York, paid $4,680—three dollars a pound—for the grand champion Aberdeen Angus steer, weighing 1,560 pounds. The Palmer House, Chicago, bought a prize car load of Aberdeen Angus steers, paying $6,772.50 for them. The Grand Champion prize was won by Mah Jong of the Iowa State Agricultural College Farm.

Inefficiency Not Confined to Teachers and Schools

By O. T. CORSON,
Oxford, Ohio

Constructive criticism of teachers and schools is always welcome, because it is always helpful. It is helpful because it is the outgrowth of first-hand knowledge of the good work which teachers are doing, and of their earnest desire to improve, as well as of the deficiencies and imperfections which exist, and which all true teachers are anxious to remedy or to remove in so far as possible.

Destructive criticism is always harmful, because it is the result of ignorance of what the schools are really accomplishing, and usually offers no remedy for the evils which it presumes to exist.

It is simply astounding how many things can be imagined as being wrong with both schools and churches by destructive critics who know nothing about either. Judging from the destructive criticism so freely and so frequently offered by business men and members of the different professions, it is not unreasonable to infer that they are of the opinion that teachers are the only inefficient people in the world; that the public school is the only institution in existence which has not reached a state of perfection; and that all business and professional people are models of efficiency and extraordinarily successful in the management of their business and in the conduct of their professions.

Because of this attitude toward the public schools and their teachers on the part of too many of the so-called "efficiency experts," who are always ready to speak with the "arrogance of inexperience," and tell what they think or perhaps only imagine is wrong, and who seldom, if ever, offer a sane and usable suggestion as to how the wrong of which they complain can be righted, it is not out of place to call attention to the fact, so often ignored, that inefficiency is not confined to the public schools and that teachers have no monopoly of failure. "There are others."

A few illustrations from everyday life outside of the schoolroom will serve to show that stupidly inefficient acts are sometimes performed by persons who are not teachers. All these illustrations are real and have no doubt been duplicated, in substance, on various occasions, in the experience of all who have had an opportunity to observe what goes on in the business and professional world.

For instance, what can be more exasperatingly inefficient than the method, or rather what seems to be the entire lack of method, sometimes used in an attempt to connect two individuals who are anxious to engage in a conversation over the long-distance telephone? It is impossible to describe either orally or in print the manner of the procedure. Any one who has had experience in this extreme test of patience fully realizes what is meant. It would be interesting to have an exact record of the performance which not infrequently characterizes the test. Such a record would include the number of times each party is informed that the other party wants to talk to him. "Wait a minute," "Hold the line," "I'll call you again," and many other similar and frequently repeated statements, would also find a place in the record. Here is an interesting field for "original research" by the "efficiency expert" who really desires to do something to relieve suffering humanity.

If teachers went through as many seemingly useless performances to connect up with their pupils in the recitation or general work of the school, as are sometimes required to start a conversation between two patrons of the long-distance telephone, the already much discussed question of "waste in education" would receive still more attention.

Once upon a time a trolley car loaded with passengers, one of whom depended upon the "efficiency" of the management to take him to a high school commencement in time to fill an engagement, became partially disabled when within half a mile of its starting point. The conductor immediately phoned for another car, and the passengers were assured they would be delayed only a short time. Because of inefficiency the car did not arrive for nearly an hour. Instead of sidetracking the disabled car, which could have been done easily, and getting the passengers ready for the transfer before the other car came, nothing was done, and another five minutes were lost. Then followed a dangerous run in an attempt to make the lost time. This only partially succeeded, and the anxious passengers had to suffer the inconvenience of being late in meeting engagements.

This incident indicates that trolley cars, as well as pupils, are sometimes "retarded" because of inefficiency. It might be well for some "efficiency expert" to issue a "questionnaire" to the management of all trolley lines for information relative to the number of cars which run late, and then publish a set of tables indicating the amount of valuable time lost to the traveling public by unnecessary "retardation."

Steam cars are also sometimes "retarded," apparently without reason or excuse, due it would seem to inefficiency coupled with such indifference as would arouse the righteous indignation of a school patron were such methods pursued in the management of the public schools. Then "retardation" of trains is re-

ported in such a manner as to be exceedingly provoking to the traveling public. It is not unusual to announce at first that a train is "five minutes late," then in a little while change to "fifteen minutes late," then to "an hour late," and finally, perhaps, to as many hours as there were minutes in the first announcement. There may be a "psychological" reason for indulging in this peculiar type of progressive deception which is practiced by railroad "efficiency"; but, as a rule, the traveling public would much prefer to eliminate the "psychological" effect, and to know the truth in the first place.

Other representatives of "big business," with a reputation for "efficiency" of management, sometimes furnish striking illustrations of inefficiency fully equal to any found in the poorest public schools. Telegraph offices are sometimes years in learning the addresses of prominent people for whom messages are received, and not infrequently persist in asking for information which has repeatedly been furnished them in writing, and which is in their office files when the information is sought. Even the post office, which is deservedly the pride of the nation, sometimes fails to reach one hundred per cent. of "efficiency." Occasionally letters mailed "the day after" reach their destination ahead of those mailed "the day before," and not infrequently letters uncalled for or which cannot be delivered, because the persons to whom they are addressed cannot be found, are held in the office for weeks or sometimes for months, notwithstanding the fact that the five-day return is plainly printed on the corner of the envelope.

And what shall we say more? For time would fail us to tell of lawyers whose clients are the victims of inexcusable inefficiency; of doctors whose inefficiency has helped to fill cemeteries; of hotel managers who have proved their inefficiency by failing to make or to hold reservations of rooms for their patrons; of farmers who show inefficiency both in sowing and reaping; of bankers and other business men to whose inefficiency can sometimes be charged business failures which result in immeasurable loss to an entire community; even of ministers whose inefficiency causes moral and spiritual loss to the members of their congregations; in fact, of all types and kinds of human beings, with human limitations, who are characterized by human imperfections, and who, because they are human beings instead of lifeless machines, are not always perfectly "efficient" in all that they undertake to do.

No doubt objections will be forthcoming from indignant representatives of corporations, professions, and business interests to the illustrations of inefficiency herein presented. It will be urged that if all the difficulties connected with the management of a telephone or a telegraph company and with the collection and delivery of mail were known, the patrons would marvel at the few mistakes made as well as at the high degree of efficiency secured and maintained. If the traveling public could know all the facts relating to late trains, they would realize that they have little cause for complaint. If the people only knew the troubles and perplexities which so constantly confront lawyers, doctors, hotel managers, farmers, bankers, business men, and ministers, appreciation and commendation of their efforts to succeed would often take the place of criticism and condemnation of their failure.

Precisely so. There can be no doubt that in many instances there is justice in such a claim. But teachers and schools should also have the benefit of the same reasonable consideration on the part of their destructive critics, many of whom seem either unable to realize or else unwilling to admit that teaching boys and girls and young men and women is the most difficult and delicate task which human beings can be called upon to perform; that the opportunities for making mistakes are more numerous in teaching than in ordinary business or professional life; that no one realizes both the possibility and the prevalence of mistakes more keenly than the teachers, themselves; that teachers are human to the same degree as other people who are engaged in other callings and professions; and that inefficiency is not by any means confined to schools and teachers.

If those who are so ready to indulge in wholesale destructive criticism of public education will only take the pains to make an unprejudiced investigation and to compare the results, in so far as they can be determined, of the work of the public schools with the results attained in the business and professional world, neither the schools nor their teachers will suffer by the comparison.

It is much easier to destroy than to build; it is much easier to roll down hill than it is to climb up; it is much easier to be a failure than it is to become a success, for it is much easier to indulge your inertia than it is to stimulate your initiative. To build, to climb, to achieve are not easy. But it is only by building, climbing and achieving that a man makes progress. So don't waste your days looking for an easy way to get by. Rather learn to welcome difficulties; and above all, don't let hard work discourage you.

—Cardinal Mundelein.

The Confusion of College Names

By P. O. SELBY

State Teachers College, Kirksville, Mo.

We have more than a thousand colleges in the United States. It is no wonder that we have some conflicts among the names of so many colleges, but it is great wonder that we have many conflicts. There seem not to be enough names to go 'round.

We have thirteen or more Wesleyan Colleges in the United States—Wesleyan University in Connecticut, in Georgia, Illinois Wesleyan, Iowa Wesleyan, Kansas Wesleyan, Kentucky Wesleyan, Missouri Wesleyan, Central Wesleyan, Ozark Wesleyan, Montana Wesleyan, Nebraska Wesleyan, Ohio Wesleyan and Dakota Wesleyan. Every one of them is known as "Wesleyan" locally and among their alumni. There is also Wesley College in Texas, not to mention Wellesley and Wells Colleges to add to the confusion.

George Washington is a man greatly revered all over America. As a result there are no fewer than nine colleges bearing his name. There is the University of Washington at Seattle and Washington State College at Pullman. Then there are Washington University at St. Louis, George Washington University in Washington, D.C., and Washington and Lee University at Lexington, Virginia. There are also Washington College at Chestertown, Maryland, a college of the same name at Washington College, Tennessee, Washington Missionary College in the capital city, and Washington and Jefferson College at Washington, Pennsylvania. A great confusion of Washingtons!

George Washington University is also often confused with Georgetown University, also in the city of Washington. Then there is Georgetown College at Georgetown, Kentucky.

Washington and Lee is soon to have a rival in the Lee line in the new university at Kansas City to be known as Lincoln and Lee. However, this new institution will have more trouble with the Lincolns than it will with the Lees. For there is Lincoln University at Lincoln University post office, near Philadelphia, Lincoln Memorial University at Harrogate, Tennessee, and Lincoln College at Lincoln, Illinois. These are all white schools. The number of Lincoln schools for negroes is uncountable.

Other college names add to the confusion. There is Franklin College at Franklin, Indiana, and Franklin and Marshall University, Lancaster, Pennsylvania.

Centenary College is at Shreveport, Louisiana. There is also Centenary College at Cleveland, Tennessee.

Centre College is at Danville, Kentucky. Central College is at Fayette, Missouri; there is another Central at Pella, Iowa. Central Wesleyan is at Warrenton, Missouri; Central Holiness University is at University Park, Iowa.

There's a Pacific College at Stockton, California, and another one at Newberg, Oregon. Pacific University is at Forest Grove, Oregon. Pacific Union College is at Angwin, California.

Speaking of unions, when the Great Alumni Recorder calls for the sons of old Union to stand forth, there will come responses from Union University at Schenectady, Union University at Jackson, Tennessee, Union College at Barbourville, Kentucky, and Union College at College View, Nebraska. Perhaps a few sons of Western Union College at LeMars, Iowa, will think they should respond, too.

Trinity University at Durham, North Carolina, recently became Duke University. But the name of Trinity has not vanished from the collegiate world, for there is still Trinity University at Waxahachie, Texas, and Trinity College (for men) at Hartford, and Trinity College (for women) in Washington, D.C.

Cornell for most people means the name of the university at Ithaca, New York, but in Central Iowa it is more likely to refer to the college at Mount Vernon, Iowa.

There are three Westminster Colleges, located respectively in Fulton (Missouri), New Wilmington (Pennsylvania) and Salt Lake City. Westminster Theological Seminary is located at Westminster, Maryland.

Northwestern University is at Evanston, Illinois. Within a hundred miles of its campus are Northwestern College at Naperville, Illinois, and Northwestern College at Watertown, Wisconsin.

There is Southwestern University at Georgetown, Texas. Southwestern is also the name chosen for colleges in Winfield, Kansas, and Memphis, Tennessee.

Howard-Payne is not a common name, but it is the name of a co-educational institution in Texas and a college for women in Missouri. There is also Howard College at Birmingham, Alabama, and Howard University in Washington. There is a Paine College at Augusta, Georgia. The last two named are negro schools.

New York graduates have their troubles too. For they may be graduates of New York University or of the College of the City of New York. The University of the State of New York is something else yet. It is not a college but is more like a state board of education.

Seton Hall College is at South Orange, New Jersey. Seton Hill College is at Greensburg, Pennsylvania.

There are two Wheatons, two Bostons, two Loyola Universities, two Clark Universities, two Baylors, two Bethanys, two Bethels, and two Salems among the colleges.

Pennsylvania College is in Pittsburgh, Pennsylvania State College at State College, the University of Pennsylvania is in Philadelphia, and Pennsylvania Military College at Chester. Penn College is at Oskaloosa, Iowa. All five schools are "Penn" to their friends.

Simmons College is a rather well-known school for women in Boston, but there is another Simmons College at Abilene, Texas, and a Simmons University at Louisville, Kentucky. Simpson College, in Iowa, is often confused by careless people with some of these.

Illinois College, which is W. J. Bryan's alma mater, is in Jacksonville. Illinois Woman's College is in the same town. The University of Illinois is at Urbana.

It is among the Catholic schools, however, that there is the greatest confusion of names. The Concordia Colleges, the Notre Dames, the St. Teresa's, the St. Joseph's, the St. Francis Xavier's, and the Colleges of the Sacred Heart are quite numerous. St. Mary's College is the commonest name of all.

There is all over a great paucity of names for colleges. Biography and geography have been the sources for naming nearly all of them. A benefactor, some great statesman, the founder, or some holy character have been the biographic sources. The state or the section or the city or a stream have been the chief geographic sources. Only a few can be found which have been otherwise named. There are Union, Centenary, Citadel, Rosary, Friends, Holy Cross, Lindenwood, Park, Queens and Temple, but the number of names which are not biographic or geographic is not large.

We need some one to invent a new system of naming colleges for the sake of those yet to be founded and to get some of the old ones changed to rid us of some of this confusion.

New Hampshire Court Decision

By E. W. BUTTERFIELD
Commissioner of Education

SCHOOL DISMISSALS

Two years ago certain high school boys brought intoxicating cider to a school function held in Whitefield. As a matter of discipline, the superintendent and headmaster referred the boys implicated to the school board. The board held a meeting at which the boys and their parents were heard. It then admonished several of the boys and dismissed from school one boy who would not give the assurance of correct conduct required. The dismissal was on the ground of gross misconduct and for refusal to conform to the rules of the school.

The boy then, through his father, brought suit against school board, superintendent and headmaster for damages of five thousand dollars. The case came before the Superior Court, and the jury found against the school officers, and placed the damages at two thousand one hundred eight dollars and thirty-four cents. The presiding justice, Judge Allen, set aside the verdict, and ordered a verdict for the defendants. The case was next appealed to the Supreme Court, and the unanimous decision was then favorable to the Whitefield school board and its employees.

SCHOOL BOARD RESPONSIBILITY DEFINED

1. The Court held that action could not be brought against superintendent and headmaster since they kept the boy out of school in accordance with the order of dismissal of the school board.

2. It held that action could not be brought against the one member of the board who was not present at the hearing and who had no part in the vote of dismissal.

3. It held that the school board (two members were present and voted) was not guilty because public officers acting in a judicial capacity in cases where they have jurisdiction are exempt from civil process for their acts.

(a) The Court held that the dismissal was a judicial act. "A hearing on the subject, which the plaintiff on invitation attended, resulted in the decision to dismiss and the judgment of the board is to be treated as having the same attributes and incidents as the judgment of a court."

(b) The Court held: "The school board had general jurisdiction to dismiss. The general right and authority of dismissal was vested in them," and, "The dismissal was a decision of a case between the plaintiff and the school district which the board was the duly constituted tribunal to determine."

AN IMPORTANT DECISION

This 1925 Supreme Court case (Martin C. Sweeney, by next friend, vs. William H. Young et als.) is so important that it is called to your attention.

It makes plain that school board members as individuals may not be brought into court for judicial decisions rendered by the board in which they hold membership. The judgment of the board may be faulty but its decision holds until it has been reversed.

This decision of the Supreme Court strengthens the hands of school boards. Until now certain school boards have hesitated to dismiss pupils when conduct was such that it was a menace to the school because they feared court action. School boards should be alert in the performance of their duties but should dismiss only when the case is clearly under the law and

when dismissal of the individual is necessary for the welfare of the school.

WHO MAY DISMISS?

1. A teacher or headmaster may send an insubordinate pupil home for the day only and should report action to the superintendent.

2. The superintendent may suspend, if the welfare of the school demands it, but this suspension should be reported to the school board and is effective only until the board acts.

3. The power of dismissal (expulsion) rests with the school board, and it alone. No teacher, headmaster, or superintendent can expel a pupil.

4. The Commissioner of Education may exempt from regular school attendance pupils when this is for their welfare. Except in rare cases, (119:3) this power extends only to pupils over fourteen and must be based upon the recommendation of the local school officers. (119:4)

WHO MAY BE DISMISSED?

The school board may excuse a pupil from attendance "on the ground that his physical or mental condition is such as to prevent his attendance or to make it undesirable." (119:1)

1. It may excuse or dismiss children who suffer from bodily defects which prevent attendance at a regular school. Such children should be given every possible advantage but our laws do not require special transportation.

2. It may excuse or dismiss idiots and imbeciles since they cannot profit from regular school instruction, and it may dismiss feeble-minded or epileptic children when their presence is a menace to the good order of the school. In general when special rooms are not provided, children of low mentality should be admitted to regular classes that they may have the social advantages of the schools. They should be dismissed if their acts or mannerisms are such that the welfare of the other children is imperiled.

3. It may excuse for illness or physical weakness. For minor illness, custom permits children to be excused by the teacher and absence recorded in the school register. If, however, the absence is to be prolonged, the school board should dismiss and the pupil then become on the school register a non-member. Good business procedure demands that school boards require physicians' certificates and that they record all dismissals. A parent may at his own option withdraw a child whose attendance is not required by law. Such a child becomes a non-member until he is re-admitted by the superintendent.

4. It may dismiss "for gross misconduct." (119:12) This term doubtless means a publicly known act of violence, of criminality or of insubordination or a series of such acts. It is not necessary that these acts be committed at the school but school boards should not hastily use their power. They should dismiss when the pupil's presence is a menace to the good name of the school or a detriment to organized school work.

5. It may dismiss for violation of school regulations, for the school board is empowered to "prescribe regulations for the attendance upon, and for the management, classification and discipline of, the schools; and such regulations, when recorded by the district clerk, and when a copy thereof has been given to the teachers and read in the schools, shall be binding upon pupils and teachers." (118:13)

It is to be noted that school regulations are formal prescriptions and have over pupils and teachers the force of laws only when they are duly recorded and published.

6. It may dismiss for "neglect or refusal to conform to the reasonable rules of the school." (119:12)

The laws make a distinction between rules and regulations. Regulations are the formal directions of the school board. Rules are the standards of good order set up by teachers and other officers of instruction. For this reason, school boards before they dismiss pupils disobedient to rules must ascertain that the rules were reasonable, that is, that they were sensible rules, well known and judiciously administered.

HOW TO DISMISS

Dismissal is the most serious school punishment. It should be invoked rarely and only with deliberation. Every effort should first be made through the pupil and his parents to secure correct behavior. When these efforts fail, there should be formal dismissal. The pupil and his parents should have an opportunity to meet the board and to present their case. The board is not bound to justify its decision to those who attend the hearing, nor need the hearing be open to the general public, but the board should make entirely plain the reason for its decision and should include a full statement in its records.

The Whitefield case did not consider the justice of this particular dismissal. It merely decided that school officers may not be sued, collectively or individually, for their official acts. They may, however, be fined for neglect of duty. (394:25) A pupil dismissed, or his parent, may apply to the courts for reinstatement to school and the court may declare the vote of the expulsion unjustified and order the pupil readmitted. Since aggrieved parents will not infrequently take this course, school boards should be certain of their grounds in every case of dismissal.

Today our college youth are more in earnest, more conscientious, more spiritual, cleaner in life, in speech, and in soul than they were of yore.

—A. Lawrence Lowell.

Personal and Professional

FRANCIS H. WING, supervisor of Industrial Education, Buffalo, is one of the distinguished leaders in this feature of education. There are four buildings devoted to vocational schools for boys and there are twenty-six trades in which boys can become skilful. Already most of the boys in the shops have had at least a junior high school education. All of the teachers of trades are men who have had long experience in the trades they teach, and the teachers in book courses are expert teachers of vocational subjects. Superintendent E. C. Hartwell and Mr. Wing issue a "Boy's Handbook of Vocational Schools," profusely illustrated. It magnifies tailoring, upholstering, patternmaking, machine shop practice, tool and die making, automobile mechanical, electrical, battery and tire repair; sheet metal practice, electrical wiring, electrical shop practice, electrical power plant maintenance, telephony, radio telephony, electroplating, carpentering, joinery, cabinet-making, mill work, painting and finishing, bricklaying, plastering, plumbing, printing and press work.

JAMES EDWARD PEABODY, head of the department of biology, Morris High School, New York City, is eminent as a writer and lecturer on biology. His preparation has been exceptionally scholastic. A graduate of Williams College he earned his master's degree in Harvard, but above all he has had seven summers at the Marine Biological Laboratory, Woods Hole, Massachusetts. Before going to New York he taught in the English High School, Boston. He is a crusader for some functionings of Biological Science, and has rendered notable service on national committees for several years.

DR. GEORGE W. COLEMAN, Babson Institute, Wellesley Hills, Massachusetts, is one of the most virile thinkers of the day. He was the creator of the "Forum," which was germinated as "The Ford Hall Forum" in Boston, 1908, and has become a nation-wide institution. He is one of the ablest speakers on any platform. In an address to the students of Northeastern University, Boston, he spoke to the students on "The Significance of This Dynamic Age," from which we quote:—

"Thank God that you are young, living in a youthful country, and at the beginning of a new era in life. During the next fifty years you will witness developments so surprising that the imagination cannot forecast them. You will be called upon to play your part in these coming changes. You will decide whether to hold back or push forward.

"Your lot is cast in a dynamic age. Things are on the move. You will not have to beat your heads hopelessly against some of the old walls of prejudice, ignorance and greed. These old bastions are already cracking and crumbling. You can prospect, pioneer, and practice in new fields of thought and endeavor such as your fathers and grandfathers knew nothing about.

"Get down on your knees, you young folks, and thank God for the privileges that await you. The mastery of the forces of nature, only the beginning of which you have already witnessed, is but an earnest of what is yet to come in the realms of ethical, commercial, social, political, psychological and psychical developments. If you are really young, full of energy, eager for adventure, buoyant with expectation, and not just a reborn Methuselah, rejoice and be glad; for you are to witness and enact the greatest drama of life that man has ever known.

"What will be the effects of transportation through the air, communication by radio, cooperative enterprise, scientific management, democracy in industry, nation-wide prohibition, women in politics, education by motion pictures, educational reform, international co-operation, technological research, archaeological discovery, and religious unification, when all these forces have gathered headway through the coming decades?

"O you young folks, who are to be in the midst of it, thank your lucky stars that you were born at such a time, but play with all your strength that you may be ready for and equal to the part in this mighty drama which God has already chosen for you."

HARTLEY BURR ALEXANDER, professor of philosophy, University of Nebraska, has written a book on education with a distinct personality, "Letters to Teachers, and Other Papers of the Hour" (The Open Court Publishing Company, Chicago). Professor Alexander is a vigorous writer and a courageous thinker. The sixteen "Letters to Teachers," "Community Pageantry," and "Education and Democracy," as well as the other papers were written and appeared in various publications during the Great War. He says frankly that they are journalistic and "frankly propaganda." The chapter, "The Bible in the Schools" is the only one that we have read with care, and we assume from the way we have glanced into other chapters that it is a sample of others in spirit and representative of the author's scholastic and literary ability. We highly appreciate the ten pages on "The Bible in the Schools." The closing paragraph is typical of the point of view of the author: "If each teacher in the grade schools were to make it a custom to read daily chapters or passages of the authorized version to the school, omitting comment, I cannot perceive that public objection could attach to the custom, while in the way of gain not a child who had passed through a series of years under the influence of such readings but would have acquired ineradicable impressions of the highest value for the development of both his intellectual and his moral character."

JULIUS J. H. HAYN, Masten Park High School, Buffalo, whom it is a pleasure to know, is pedagogically heroic, as are many heads of departments in the Buffalo high schools under the spirited leadership of Superintendent E. C. Hartwell. Hayn's "A Geometry Reader" (The Bruce Publishing Company, Milwaukee) reveals a new personality in the line of caring and daring to do something genuinely new by way of interesting students in geometry. A few sentences from his "Preface" are suggestive of the author's spirit: "The geometry textbooks now on the market are, in the main, stuffy. They contain an overabundance of matter, which neither teacher nor pupil ever reads, and which is put up in a form that will never appeal to the elementary school pupil.

"When the student begins his study of geometry, he can handle equations, make algebraic reductions, find the square root of numbers, and draw. Why should the first work that he does in geometry make him forget those things, and his later work make him learn them over again? We have prepared an introduction which is intended to get the student interested in the study of geometry proper. We have presented the area of a triangle, of a trapezoid, of a regular polygon, and in our wanton recklessness, we have even initiated the young student into the mysterious theory of limits and the area of the circle. How bold of us, to make the young mind know the principle of the square of the hypothenuse a little better than he knew it when he used this principle in arithmetic and algebra.

"In our introduction we have endeavored to raise certain questions in the pupil's mind--questions which are not answered readily, and which he is not expected to answer just yet. People, too often, eat when they are not hungry, and drink when they are not thirsty. Did Pythagoras, or any other philosopher of the ancient world, get the principles of equal triangles first, and from them the wonderful law of the square of the hypothenuse, or was he interested, at the outset, in establishing this law? Did he not prove triangles equal, having in mind the grander principles which were to be proved? It has seemed best not to make 'applying' the first argument, nor to have it too near the beginning. It does not use, or appeal to the ingenuity of the student, and unless surrounded by many things that he likes better, is apt to be uninteresting. Pussy will not eat mush, but is very fond of a freshly opened can of salmon. Mix the two, and pussy eats both with evident relish. Of course, the subject cannot be built up without this making magnitudes coincide. We are not trying to emit or evade it, or even to reduce it to a mimimum. An examination of our text will show that we are giving more practice in it than most books do. Euclid commenced with the beautiful problem of constructing an equilateral triangle on a given line. He must have appreciated the value of an appetizer at the beginning of a banquet."

MAJOR CHARLES T. MEREDITH, who died at San Pedro, California, on December 31, 1925, at the age of eighty, was one of my highly appreciated friends for thirty-eight years. It was in 1888, on my first extensive educational lecture tour in California, that I was with his teachers in Ventura County for a full week, a week several of whose friendships have been vital in all these years. Samuel T. Black was superintendent of the city and Mr. Meredith of the county. When I went to the train on Friday afternoon the entire teaching force of the city and county came to say "Good-bye," an experience I have had nowhere else in all the years. Mr. Black handed me the subscription to my magazine of every teacher in the city and Mr. Meredith of every other teacher in the county. It was with exceptional satisfaction that I later saw both Mr. Black and Mr. Meredith state superintendents of California. Such friendships, professional and personal, are rare in this busy life, especially friendships three thousand miles away, and this personal and professional reference is pardonable, I think.

MISS ADELAIDE NUTTING, the first nurse in the world to be elected to a chair on any university faculty, has retired after eighteen years as Professor of Nursing in Teachers College, Columbia University. Twenty-five years ago Miss Nutting, who was then superintendent of nursing at Johns Hopkins Hospital, Baltimore, was one of the leaders in a movement, the object of which was to enlist the interest of the dean and trustees of Teachers College in establishing courses in nursing and hospital economics. Such courses were established, and in 1907 Miss Nutting was called to take charge of the work as Professor of Institutional Administration. From this small beginning in one university, the movement spread to other universities. There are now over twenty universities with fairly well-developed departments of Nursing Education. Nursing has been established on the same basis as any other branch of professional education.

Miss Nutting has been one of the foremost leaders in nursing organizations, both national and international, and has held many positions of honor in these professional bodies. She was one of the pioneers in the women's movement in this country and has been active in many other social and civic movements.

OSCAR C. GALLAGHER, superintendent, Brookline, Mass., not only has a system of elementary and secondary schools of highest efficiency but is himself a rare personality, rendering community service of several kinds. Recently he occupied one of the most important pulpits in Boston. Dr. Gallagher is an eminent classical scholar, a skilful administrator and a citizen of exceptional ability as a leader in civic affairs.

Endowing a College with a Cemetery

By J. M. FRENCH, M.D.,
Milford, Mass.

In the late fifties of the last century, when New England was seething with anti-slavery sentiment, a young man by the name of Alba B. Whiting left his home in a little village in northern Vermont, and, joining with a few of his neighbors, journeyed with them to what was then the far West, to do his part in making Kansas a free state. He was a serious-minded young man, filled with the idea of being of service to the world; an active member of the church, and secretary of the Sunday School of which I then, a small boy, was an attendant.

When the "border ruffians" had been driven out, Kansas admitted to the Union as a free state, the Civil War fought, and the slaves made free, he felt that there was still work for him to do in Kansas. Locating first in the vicinity of Fort Riley, he finally settled in Topeka, where he became a valued citizen, and was active in good works up to the time of his death a few years ago.

He had always been interested in educational work, both secular and religious. As the years went by, he found his interest centring around the work of Washburn College and the Young Men's and Young Women's Christian Associations of Topeka. More and more he was anxious to do something which would be a permanent help to these institutions. And he knew that his years were nearly ended—whatever he did must be done quickly.

He was not a man of wealth—men of his type seldom are—but he had been a successful business man; he had trained and educated four children, who now had families of their own and were self-supporting; he had worked for the good of the community, and he had cared for the widows and the fatherless; and now he set about finding a way in which he might accomplish the ends which had become the passion of his life.

His wife was his best helper, and she encouraged him in the strong desire of his later life. His beloved pastor for more than thirty years was Rev. Charles M. Sheldon, and from him also he no doubt received inspiration and advice in his efforts to follow "In His Steps."

In one of the experiences of his life he had learned the importance of cemeteries to a civilized community. Topeka had one, it was true, but he foresaw that it would soon be in need of a larger and better one, in order to meet its growing needs. Looking about him, he discovered, some two miles from the college in which his heart was so deeply interested, and overlooking the whole city, a quarter section of land beautifully situated, and which seemed to him to offer an ideal location for a cemetery.

He took plenty of time to consider before making his decision; found out the price of the land, and the terms on which it could be obtained, and satisfied himself that the investment would be a safe one. Then gradually he set his house in order, little by little he called in his outstanding resources—which were far from large—and one day he bought the land and took possession.

Forty acres were put under rapid improvement, and the remainder left for a time to add its crops to the income needed for development. The property was then put in the hands of a board of trustees to be handled for the benefit of Washburn College (the chief beneficiary), and the Y. M. C. A. and Y. W. C. A. of Topeka, all of the income not expended on the grounds going to them. "To this gift Mr. Whiting added himself—his labor for the rest of his life."

The name of "Mount Hope" was given to the cemetery. In 1916 more than $80,000 had been spent in developing this child of a New Englander's brain. There were sixty miles of walks and drives, long rows of shade trees, beds of flowers and rows of shrubbery scattered all through the grounds. Artificial lakes have been created, and add greatly to the general attractiveness.

Mr. Whiting was a business man, and it was with him a *sine qua non* that this piece of property should be a good investment, and pay good dividends. To this end he made it not only convenient, but beautiful; he had the lots sold at a reasonable price, furnished perpetual care for all the graves, and made the place as attractive as possible. As a result, his wish is being fully realized. Already many thousand dollars have been turned over to the three beneficiaries, and the value and earnings of the cemetery are constantly increasing. It is estimated by the trustees that when the lots have been entirely disposed of, the perpetual care fund will exceed $350,000, the permanent improvements more than double that sum, and the three beneficiaries will have received more than a million dollars, as the result of the provision of a cemetery.

More and more we demand mechanical efficiency whereas we need more and more human efficiency. —M. P. Shawkey.

Jottings by the Wayside in the Philippines

By L. H. PUTNEY

It is October first with the readers of the Journal. Old Sol has just sunk beneath the placid waters of that part of the Pacific known as the Visayan sea, leaving in his wake a revelry of color that beggars description. We are en route from Manila to Cebu, the ancient Spanish capital of the Philippines, now the second largest city in the archipelago. We are sailing historic waters, for through them that intrepid adventurer Magellan piloted his little fleet more than four centuries ago to plant the ensign of Spain over these beautiful islands, and to meet death in an intertribal fight on Mactan, an islet just across the strait from the present city of Cebu.

It is two years since we last visited these much-talked-of islands, and as we go from province to province we can see many changes, invariably for the better. The Americanizing of the Philippines surely is one of the outstanding events of modern history! It is true, as in China, that no general statements may be made without running the risk of their refutation, for at one moment the people are broadly occidental in ways and ideas, and then at another narrowly Malaysian. But the more we see of foreign peoples, the more convinced we are that at heart mankind is much the same, and the less tolerant we become of those disposed to commercialize with their pens the shortcoming of an individual people. Exploitation of the poor and defenceless by the rich and powerful is by no means confined to the Philippines, and neither is the disposition of the educated classes to shun manual labor. We wish that it were allowed us to devote this article to an impassioned review of the whole Philippine situation, as we have seen it at fairly close range, from northern Luzon almost to the southernmost isles of the Moro domain. Surely it is time that some person with a perspective of Spanish-American and Oriental experience, some person broadly sympathetic with human nature and yet master of his own sympathies, some person neither a muckraker nor a hero-worshiper, some person as willing to see and condemn the faults of his own countrymen as to harp on the weaknesses of America's dark-skinned wards, should tell the people of the United States just what is going on in the Philippines. One congressman, or one newspaper writer, or one traveler comes out and settles down in Manila to be wined and dined by the élite of Filipino society; another is the lion of the American colony, consisting largely of high government officials and representatives of "big" business, and each goes home to give expression to the views with which he has been so assiduously inoculated. And so it has come to pass that much of the information the average American possesses regarding the so-called "Trade Gibraltar of the Far East" is misinformation. But unfortunately such an article would not meet the specifications laid out for us by Dr. Winship.

Just what do we mean by the Philippines? To be exact, they are an archipelago of 7,083 islands, varying in size from Luzon with an area approximately that of Ohio to hundreds of rocky reefs that just lift their heads above the sea, too small even to be honored with names on the charts. Altogether they would almost make New England and New York, with New Jersey thrown in for good measure. On the map they resemble in outline the skeleton of some old pre-historic beast with hind legs shorter than those in front, and reach from the latitude of Mexico City almost to that of northern Ecuador, a distance of approximately 1,100 miles. From the northernmost of the Batanes group to the southern coast of Taiwan, as the Japanese call the Formosa of old, it is a scant hundred miles, while in the south the farthest of the Sulu group is almost within gunshot of the North Borneo shore, and southern Mindanao of islets belonging to the Dutch East Indies. For administrative purposes the Philippines are divided into forty-eight provinces, including the city of Manila with its three hundred thousand souls. These provinces in turn are subdivided into municipalities.

In 1918 the Philippines had a population of 10,314,310, chiefly of Malaysian stock, but much intermixed with Spanish and Chinese blood. Due to the fact that originally the islands were the homes of many distinct tribes, each with its own language, customs, and traditions, the Filipinos still speak many different dialects. The more important of these are Tagalog, spoken in Manila and several nearby provinces; Ilocano, the native tongue of many of the people of northern Luzon, who by the way are the most aggressive Filipinos in the matter of bettering their material opportunities; Bicol and Visayan, spoken in southern Luzon and the islands bordering the Visayan sea; and Pampangan and Pangasinan, the dialects of the rich agricultural regions of central Luzon. One of the surprises a newcomer receives is to learn that Spanish was never generally spoken, and that even today the newspaper with the largest circulation in the Philippines is published in a native dialect. About nine-tenths of the people of the Philippines are Christians, principally Roman Catholics, despite the fact that in the early part of the present century, when the spirit of revolution was rife throughout the islands, Father Aglipay, a Filipino priest, broke with Rome, and established a strictly native church, known as the Philippine Independent Church. Of the 932,953 Non-Christians, about 500,000 are Mohammedans, the so-called Moros of Min-

danao and of the Sulu archipelago. The rest are true pagans, the Negritos, Igorots, and various semi-wild tribes that have been forced back into the mountains and other inaccessible spots by the pressure of the more civilized peoples.

Filipino society consists of the caciques, the land-owning, moneyed class, and of the taos, a peasantry corresponding somewhat to the peons of Mexico. Out of the caciques, especially of those speaking Tagalog, come a sort of third class, the so-called politicos, second to none for adroitness in politics. The backbone of Filipino society is its women. The men, especially the younger ones, give the impression of being effeminate. It is a common sight to see them walking in the streets hand in hand. While the women are uniformly industrious, too many of the men, more particularly those of the towns, are indolent. It is a safe bet that at this moment thousands are busy with no more useful occupation than grooming a cock to be fought the coming Sunday. You see them with their birds wherever you go—in the churchyards, on the trains, along the highways.

Just what to call the Philippines politically is hard to say. Back in America we are inclined to think of them as a part of the United States, but when we reach Manila we are chagrined to be asked whether we have a passport. Once ashore, we learn that United States money is not in use, and that the Philippines have a coinage of their own, with the Spanish peso as the unit instead of the American dollar, that United States stamps are useless even to carry a letter back home, that English is by no means the spoken language—in Manila as many street car advertisements are in Tagalog as in English; that not only do American laws not apply but that the entire system of jurisprudence is based on the Continental Roman Law rather than the English Common Law. The organic law of the Philippines is the co-called "Jones Bill" enacted by Congress in 1916, and setting forth in its preamble that the islands are to be given their independence as soon as a "stable government can be established." Under this law a governor-general and vice-governor together with an auditor are appointed by the President of the United States. The other officials are either chosen by the electorate, which consists of citizens owning real estate valued at 500 pesos (a peso is worth normally fifty cents of our money) or paying taxes amounting to thirty pesos a year, or able to read and write English, Spanish, or one of the dialects, or are appointed by the governor-general with the consent of the Philippine Senate. The legislative power is vested in a legislature consisting of two houses, a Senate and House of Representatives. All bills and resolutions of this body must be approved by the governor-general. Any vetoed by him may be passed over his veto but cannot become operative until submitted to the President of the United States for approval. There is a Supreme Court composed of nine judges, also appointed by the President, a majority of the judges being Americans. Appeal from its decisions may be taken in certain cases to the Supreme Court of the United States, which, however, accepts jurisdiction only rarely.

When the Americans occupied the Philippines only about 44.5 per cent. of the people over ten years of age could read or write Spanish or any one of the native dialects (they are phonetic and several of them have a considerable literature). According to the census of 1918, this percentage had increased 37 per cent. and stood at 61.9 per cent. Today it is probably considerably higher. The Philippines, therefore, can no more be classed as illiterate than can Louisiana, where in 1920, according to the census, 38.5 per cent. of its negroes over ten years of age could neither read nor write. If it were possible to double the capacity of the primary schools illiteracy in the Philippines could be stamped out very largely in a decade, for nowhere is found more eagerness to secure an education than in these islands. That this is so is shown by the fact that 73,256 students attended private schools last year, many by sacrifices that cause an American to hang his head in shame, when he remembers how much it costs to enforce compulsory education in his own country. Many of the boys who drive calesas in Manila, earning only a peso a day, attend classes in these schools. So do several of the elevator boys in the Manila Hotel, and a touching spectacle do they present trying to prepare their lessons between runs. Over at the Normal School in Manila we were told that barely a day went by without their having to call the ambulance to take to the hospital some girl who had fainted. Why? For lack of food. They are literally starving themselves to secure an education. One of the most inspiring educational sights we have seen in years, and we have visited schools in many different lands, is the student body at work in the National University, a private school in Manila, which in less than five years has built up an enrollment of approximately five thousand. For enthusiasm it makes us think of the old private normal schools that played such an important part in the history of education in the Middle West a quarter century or more ago.

The schools of the Philippines labor under one serious handicap, imposed on them by the American Congress. By the Jones Bill the vice-governor is made secretary of public instruction, and has under his charge the public school system and the health service. It comes to pass, therefore, that the formulation of educational policies is in the hands of a political appointee instead of a man experienced in public school administration. We wonder how long the school people of America would stand for such a situation were the pro-

posed "Department of Education" to become a reality! With an organic law not of their own making, the least the President can do for the Filipinos is to appoint as vice-governor a broad-minded public school administrator, not a lawyer; or to use his influence with Congress to have the vice-governorship separated from the secretaryship of public instruction.

When the Americans came to the Philippines in 1898 they found an apology for a public school system, not unlike what one may still see in many parts of Spanish-America. In the larger municipalities there were one or more primary schools, housed in damp, poorly-lighted, barracklike buildings, with the crudest sort of equipment. Just how many children were being cared for in these schools is unknown, but at the best it was only a small part of those of school age. These schools, of course, were conducted in Spanish. Because of the antiquated nature of the system, it could not even serve as the basis for an improved one, and so a new system had to be constructed from the ground up. This was done by duplicating very closely the type of schools then in vogue in the United States. What has been accomplished in a quarter century through the zeal of a few thousand men and women reads like a fairy story—7,654 elementary schools have been established with an enrollment of 1,077,186 children and a corps of 24,577 teachers; and sixty high schools with an enrollment of 54,102 pupils, and a corps of 860 teachers. Many of these schools are housed in substantial cement buildings that for neatness will compare favorably with any in the United States. They are one story in height, and usually are built around a quadrangle. The rooms open out on tiled porticos and have sliding doors and windows, which are filled with small panes of thin pieces of shell. Much of the janitor work is done by the children themselves; indeed, we were impressed with the fact that they were always at work sweeping the porticos. Even the nipa-thatched shacks used as schoolhouses in the poorer barrios (small villages) are invariably kept clean. Many of the intermediate schools (grades V-VII) have extensive gardens in which each boy has a plot of his own and raises vegetables, sometimes for the local market. Home economics is a required study for all girls in these schools, and the course is much more practical than that usually found in the elementary schools of the United States. In many provinces this work is conducted in special "domestic science buildings" in which one finds a sala, bedroom, kitchen, dining room, and bathroom, and usually a broad veranda that often serves as a classroom for the sewing and embroidery classes. We visited one such building in process of construction by the manual training classes, so as to save money for the municipality.

Of course, if one measures the schools of the Philippines by such factors as expensive desks, slate blackboards, beautiful pictures and statuary, transportation of pupils, etc., they will score very low, but it can be said truthfully that as a rule they are far better equipped than were the "little red schoolhouses" of the last century, and they are much more appreciated by both pupils and patrons than the latter ever were. When one realizes that the per capita wealth of the Philippines is only about $250, as compared with $1,216 in the poorest state of the Union, he appreciates just what sacrifices the Filipinos are making that their children may receive an education. In 1924 government expenditures for education were over 25,000,000 pesos, and not one peso of this was received from the United States. This was equal to 2.31 pesos for every man, woman, and child in the islands. If the people of the United States had made an equal sacrifice, their per capita expenditure for education in 1920 would have been $13.80, instead of $9.80. Whatever faults the Filipinos may have, they certainly believe in education, and are willing to pay liberally for it.

In the early days when the system was much smaller and any kind of Filipino teacher scarce, many American teachers were employed, but of late the number has been continually becoming less, due to lack of funds, until today it is not much over three hundred. With few exceptions these American teachers are assigned to supervisory positions or to teach English in the high schools and normal schools. As a result it is probably true that not as good English is being spoken in the schools as was the case ten years ago, for so far as phonetics go it is often the proposition of blind leading blind. For example, we heard some of the best trained and most efficient supervisors and supervising teachers pronounce "little" as if spelled "leetle" and "program" as if spelled "frogram." Still poor as their English may be when compared with ours, it is rapidly becoming the Filipino national tongue, and it must not be forgotten that never before have these peoples had a common language. Moreover, although many of the barrio schools do not offer more than three years of work, we are informed that there is not a barrio in the islands having a school where English is not understood sufficiently to enable one speaking English to get along. It has more than once been our experience that little children have served us as interpreters. One reason for this is, we think, that in the Philippines the schools are conducted exclusively in English, and not partly in another tongue as in Porto Rico. All the textbooks used are printed in English. These books are selected once in five years by a commission, and for the most part are the product of Filipino teachers. In the primary schools (grades I-IV) they are supplied free by the Bureau of Education, but in the intermediate schools and high schools they must be purchased by the pupils. In the selection of textbooks many

unusual factors must be considered, and failure to do this often leads to all sorts of difficulties. For example, the present primer proved so offensive to the Moros because of an illustrated story of a pig that its use in their schools had to be discontinued. (Pigs are despised animals among all good Mohammedans.)

At the present writing educational circles in the Philippines are agog with interest in the results of the survey that was made during the past winter at an expense of 100,000 pesos. The newspapers and educational journals are full of it, pro and con, and the legislature is having hearings of interested persons by its committees on education. The surveyors were a group of Americans, all but one of whom were academicians, largely from Columbia University. Nothing has done more to disturb the confidence of the Filipinos in their American educational leaders than the report of this commission. It seems to the writer that their stay in the islands was altogether too short to warrant such a sweeping indictment of the schools as this report contains. The entire commission did not reach Manila until January 23, and the schools closed for the long vacation early in March, so at the most they had only six weeks for actual observation. Those who watched them as they traveled about the islands on a coast guard vessel, continually grumbling as to their accommodation and more than once indulging in veiled threats when things did not move according to their self-made programs, still speak of them as the "Filipinos' hundred thousand peso junketing party." From what we have learned of their methods we would classify the whole undertaking as a sort of grand jury investigation of the administrators of the Bureau of Education. We will relate one incident told us by the presiding teacher of a school that the Commission commended highly in its report. Only one member of the commission spent as much as an hour in this school, and this time was largely devoted to asking such questions as: "Is it not true that the ——— school is very weak in discipline?" or "Is it not a fact that the teaching of ——— is poor in the ———?" Apparently their main object was to gather testimony reflecting on the administration of the Bureau of Education. More than one story they accepted as fact from former employees of the Bureau—there are many persons in the islands who have been dismissed from its service—they could have disproved had time been taken to consult the official records in Manila, for like everything connected with the War Department the Bureau has always been "long" in the matter of records. It is the presence of such misstatements in their report that discredits the entire document of 672 pages.

We believe there never was an educational surveying party so unfitted for its task as was this one. Only one of its members had ever before been in the Far East, and they did not stay long enough to become oriented. Even before their arrival information came out from Washington that they were very anxious to visit certain localities concerning which they had heard many interesting stories, such as the Sulu Islands and the Igorot country. Although the big problem in the Philippines is rural education they brought along no experienced administrator of rural schools and not even an expert in agricultural education. Surely in all America they could have found one such person who would have been willing to lend his help in such a worthy undertaking! Worse still, they spent almost no time in the barrio schools. To be sure these are not easy to visit, for very often they are so situated that to reach them entails the hardest kind of traveling, on foot or astride a carabao. Notwithstanding the fact that one of the commission was supposed to be an expert in school finance, nowhere in their report is it apparent that they kept in mind the old adage "to cut the suit according to the cloth." They seem to have forgotten that poor folks cannot have all the extravagances of the rich. It is useless to expect the Filipinos to duplicate the so-called American school system, if there is such a thing, and we are not sure that it would be wise for them to do it anyway. Right now they are contributing to education over forty per cent more per capita in proportion to their national wealth than are the people of the United States. To carry out the suggestions of the commission would quadruple the cost of education, we are told. Just how extravagant were some of these suggestions may be judged by their recommendation that the number of normal schools be increased from seven to thirty.

The psychological effect of the report is bad on every conscientious person connected with the Bureau of Education, and we would say right here that most of them are showing a missionary zeal unknown to their far better paid colleagues back home. It is much the same as was the effect of the method of correcting compositions when we were a boy forty years ago. Every error, large or small, was marked with a blue pencil, and as a result not only were we totally discouraged but also unable to differentiate between major and minor mistakes. The surveyors found something wrong with everything they saw, and out of such a maze of criticism it is hard to select the really vital defects of the system. All through the report appear conclusions the reader would suppose were derived from insular-wide statistics, but unfortunately very often the latter were gathered from only a few provinces, and the yardstick was invariably American experience. The best school people in the islands contend, and not without reason we think, that the highest Filipino achievement should be used as the norm, and that for the present, at least, the effort should be to lift

the weaker schools to this level. There is a grave question in the writer's opinion whether it is wise even to attempt to duplicate American schools with their rich curricula. We wonder whether Canadian schools would not serve as a better model, and no one can deny the efficiency of those schools.

Everyone who has come in close touch with the Philippine educational system knows it needs reformation, and had the commission been so constituted as to command respect for its conclusions at the hands of practical school men and not been in such a rush to get home, it could have rendered a service of incalculable benefit. As it is, we think, the report will have little effect save to accelerate certain changes of policy already under contemplation prior to the arrival of the commission. We attended one hearing given by the Committee on Education of the Senate, and judging by the number of laymen in attendance public interest in the commission's recommendations is small, indeed. Apparently, educated Filipinos suspect, to use the words of the Journal, that "many so-called surveys are made for the purpose of promoting some progaganda," and that "you can prove anything by them."

School Transportation

[Editorial.]

The transportation of school children in consolidated and union districts is one of the important and sometime vexatious questions in modern education. There are many variations of conditions of latitude and altitude, dryness and wetness, highways, roadways and trails which make uniformity of expense and service impossible.

In Minnesota there were 27,668 pupils in 321 consolidated schools, transported 23,852,362 pupil-miles at a cost of $897,273, or at a rate of $3.76 per pupil-mile. The cost per pupil from $25.00 to $47.50.

In Colorado, Rio Grande County, 41 busses transported an average of 900 pupils a day, 217,764 miles at an average cost of 29.5 cents per day.

In Indiana 91,535 pupils were transported for 20 cents per child per day, or $33.68 a year per pupil.

In Iowa with horse-drawn vehicles the cost was $40.62 a pupil per year, and by motor-driven vehicles it was $43.03.

In twenty-two states, including Maine, Maryland, Alabama, Indiana, Minnesota, Oklahoma, Texas and Montana, 446,226 pupils were transported at a total cost of $14,526,368, or $32.55 per pupil.

The best recent study that we have seen has been made under the direction of State Superintendent C. N. Jensen of Utah, by a committee of five with Superintendent C. H. Skidmore of Brigham as chairman. It makes an exhaustive study of transportation problems in Utah.

The average cost in Utah was $21.38, while in some school districts the cost was $78.00 per pupil. The Skidmore committee reports that the minimum distances of hauling pupils vary from one mile to seven miles, with an average of 2.6 miles; the average length of routes, one way, ranges from 2.5 miles to 14 miles, with an average of 5.3 miles. Some districts have the school vans drive into private farms to pick up pupils, and one district requires pupils, in certain cases, to walk as far as two miles to get to the van.

With the same definiteness the committee studies all conditions. For instance, the average elementary pupil weighs much less than the average high school pupil, and a load of thirty of one kind is quite different from a load of thirty of the other kind.

The roads should be classified into at least three groups. The first class might include concrete, or graveled, or bench land roads, most of which are in a very good condition most of the year. The second is the average country road which is in a good condition most of the year. And the third class should include all the roads which are poorer than the second class.

There were used in Utah last year 276 public school vehicles. Of these only 32 per cent. were owned and operated by the school districts. Sixty-eight per cent. were under contracts with the boards of education, and among this latter group there were a large number which might be technically interpreted to be of the individual type. Usually, but not always, have these school vans of the individual type been required to meet definite standards set up. In some cases they have even improved upon the minimum standards required and are operating under very favorable conditions.

Every state needs as careful and reliable a study of its school transportation as Superintendent C. N. Jensen has had by the Skidmore committee.

The creative scholar is the hope of civilization but his contribution does not become a social asset until it gets beyond the stage of inarticulate accuracy.

—Glenn Frank.

Book Table

THE McCALL SPELLER. By William A. McCall, Ph.D., Columbia University, and J. David Houser, Harvard University. Chicago and New York: Laidlaw Brothers.

Children certainly spell better than they ever did before. If they do not it is because they are mentally static so far as spelling is concerned, for every publisher of school books has made an heroic effort to make a better spelling book than has ever been made before, and a multitude of theorists and practicians have begged publishers to let them demonstrate their magic art of making every child get a hundred per cent. perfect in correct spelling.

"The McCall Speller" is a complete course in 128 pages. Eight pages suffice for Grades One and Two, and nine for Grade Three. After that with great regularity there are eighteen pages for each grade. The authors certainly have sublime faith in their scheme when they can carry children through Grades Four, Five and Six with ten days to a page.

But they get 4,000 words in these 110 pages, and words of great difficulty appear four times. Words of from 60 to 70 per cent. difficulty appear three times.

In every way the authors have applied the latest suggestion of science.

The authors do not trust their science, but have developed an art all their own. Each pupil has a score card for each grade, and each child keeps his own record of his success and failure. This is "Individual Instruction" raised to the nth power. This is a feature that is sure to attract attention and win appreciation.

MUSIC APPRECIATION FOR EVERY CHILD. By Mabelle Glenn, Margaret Luray, and Margaret De Forest, all of Kansas City, Missouri. New York, Newark, Boston, Chicago and San Francisco: Silver, Burdett & Co.

Of all the changes in modernizing education nothing is more significant than the way in which pupils and students record their own achievements. The former habit of cranking boys and girls by yanking the crank is giving way to a self-starter.

It is well organized by modernized school men and well provided for by publishers in Language Lessons, in Learning to Read, and especially in Arithmetic, and now it is being established in music appreciation.

The director of music, the educational director, and the primary supervisor of music appreciation in Kansas City, Missouri, have attracted national attention to the brilliant achievement of the children in music appreciation through the practice of charting their own attainments.

The students above the sixth grade can discriminate as soon as they hear music whether it is pure music, descriptive music, dancing music, soldier music, fairy tale music, concert music, music for games.

From the Victrola they can tell the violin from the violoncello, the harp from the piccolo, the flute from the clarinet or oboe, the trumpet from the French horn.

All the students record their own attainments in appreciation as skilfully as pupils record the results in arithmetic.

SOCIAL PROBLEMS OF TODAY. A Sociology for Secondary Schools. By Grove S. Dow and Edgar B. Wesley. Cloth. Illustrated. New York: Thomas Y. Crowell Company.

This book has a vivacity which is vitalizing, a virility which is fascinating. It is written in a way that creates a desire to know more facts after learning the facts that come in their course. Each chapter, almost every paragraph is an appetizer for another.

Sociology is no longer a fad in the high school course, but rather an essential for every student, as vital as any course in literature, history, or science, and this is a presentation of Sociology which achieves results without making any draft on the teacher's personality.

STORIES FROM MYTHOLOGY: NORTH AMERICA. By Cora Morris. Boston: Marshall Jones Company.

There are delightful myths, new and old, all charmingly told, but the great charm of the book is in the brilliant colored illustrations quite beyond anything of the kind that has been available before. Words fail utterly. One must see it to understand its fascination.

Books Received

"The Nature of Human Speech." By Sir Richard Paget and H. W. Fowler.—"Geography Through Map-Reading: Europe." By Humphrey Milford.—"Spiritual Values in Adult Education." By Basil A. Yeaxlee. Volumes One and Two. New York: Oxford University Press, American Branch.

"The College President." By Charles F. Thwing.—"The Junior High School." By William A. Smith.—"The Branom Practice Tests in Geography." By M. E. Branom.—"Complacency." By Robert Bruce Raup. New York: The Macmillan Company.

"Adventures in Science." By William H. Cunningham.—"The First Days at School." By High C. Moeller and Thomas J. Tormey.—"Test in Map-Reading Abilities." By Earl B. Forney.—"A History of American Immigration." By George M. Stephenson. Boston: Ginn and Company.

"Directing Children's Study of Geography." By Edwin H. Reeder.—"Children's Social Concepts." By Hyman Meltzer.—"Certain Phases of the Administration of High School Chemistry." By Weston W. Carpenter.—"Comprehension Difficulties of Ninth Grade Students in the Study of Literature." By Theo. W. H. Irion.—"The Resemblance of Siblings in Intelligence and Achievement." By Gertrude H. Hildreth.—"A Study of the Quality of English in Latin Translation." By Maxie N. Woodring.—"A Comparison of the Intellectual and Educational Status of Neurotic and Normal Children in Public Schools." By Esther Katz Rosen.—"The Opposites Test." By Andrew T. Wylie. New York: Teachers College, Columbia University.

"Practical Mathematics for the Junior High Schools." First Year and Second Year, Third Year. By F. G. Bonser and F. G. Pickell and J. H. Smith.—"Practical Health Talks." By H. E. Gehman.—"Barbarian Invasions of the Roman Empire." By James H. McBride. Boston: Stratford Company.

"The Best Short Stories of 1925." Edited by Edward J. O'Brien. Boston: Small, Maynard and Company.

"The Pioneers of the French Revolution." By M. Rousten. Translated by Frederic Whyte.—"The Little Book of English Composition." By E. A. Cross. Boston: Little, Brown and Company.

"Methods of Handling Test Scores." By Luella C. Pressey and Sidney L. Pressey. New York: World Book Company.

"Reading: Its Psychology and Pedagogy." By John A. O'Brien. New York: Century Company.

"The Administration of Consolidated and Village Schools." By John C. Almack and James F. Bursch. Boston: Houghton Mifflin Company.

"The Foundations of Education." By J. J. Findlay. Volume One. New York: Henry Holt and Company.

"Winnetka Graded Book List." By Carleton Washburne and Maud Vogel. Chicago: American Library Association.

"The McCall Speller." By William A. McCall and J. David Houser. Chicago: Laidlaw Brothers.

"Civics." By Radhakamal Mukerjee. New York: Longmans, Green and Company.

"Martinez Sierra: Sol de la Trade." By Charles D. Cool. Boston: D. C. Heath and Company.

"A Geometry Reader." By Julius J. H. Hayn. Milwaukee: Bruce Publishing Company.

"Byways to Health." By Thomas D. Wood and Theresa Dansdill. New York: D. Appleton and Company.

"Hides and Skins." By John R. Arnold. Chicago: A. W. Shaw Company.

"Tip Tops of Travel." By James L. Hill. Boston: The Gorham Press.

"Understanding Our Children." By Frederick Pierce. New York: E. P. Dutton and Company.

"Working Manual of Civics." By Milton Conover. Baltimore: Johns Hopkins Press.

"Speech Training for Scottish Students." By William Grant and Elizabeth Robson. Cambridge, Mass.: The University Press.

"Why Children Succeed." By Stuart A. Courtis. 1807 E. Grand Boulevard, Detroit: Courtis Standard Tests.

"Speech Correction." By Richard C. Borden, Alvin C. Busse. New York: F. S. Crafts and Company.

TREND OF THE TIMES

President Signs New Revenue Act

On February 26 President Coolidge's signing of the Revenue Act of 1926 made effective tax reductions aggregating $387,811,000. A large portion of the saving to taxpayers will be in the levies on incomes, which are cut more than $164,000,000, while between 2,000,000 and 2,300,000 persons are removed from the tax list. Exemption for single persons was raised from $1,000 to $1,500 and for married persons from $2,500 to $3,500. The normal income tax is reduced 1½, 3 and 5 per cent. from 2, 4 and 6 per cent. respectively. The President expressed gratification at the passage of the Revenue Act, but he let it be known that he felt the cut was too deep, and should have been in the neighborhood of $300,000,000. He feels, however, that Congress can make both ends meet by exercising discretion in appropriations and thus can avoid the deficit predicted by the Treasury department. The bill signed on the 26th and the one signed two years ago carry reductions aggregating $700,000,000, "saving $2,000,000 per day to the taxpayers."

Airman Dies in Eiffel Tower Crash

Lieutenant Leon Collot, an army aviator, recently lost his life in an attempt to fly beneath the lowest story of the Eiffel Tower. As he cleared the arch a wing of the plane caught in the wireless antennae. The machine crashed to the ground and instantly burst into flames before help was possible. It is believed that Collot carried out the daring stunt as a result of a wager with a chance American acquaintance. According to the story circulated in Paris, Lieutenant Collot's pride was piqued when told that if the Eiffel Tower were in America instead of France an airman would long ago have performed the feat of flying beneath the arch.

Night Music Limited as Impairing Health

The municipal court in Berlin, Germany, recently handed down a recommendation that orchestras and other forms of music, even the radio, be discontinued at an early hour in all public houses. The court reviewed the situation thus: Under the exhilaration of music, the guests in cafes, restaurants and theatres imbibe alcoholic drinks excessively. When these places close at 1 a. m., the guests are in quarrelsome mood. Boisterous quarrels by them on street corners wake up peaceful citizens, whose health consequently suffers from lack of sufficient rest. The court therefore decides it is necessary to order the curfew rung at an early hour on all forms of music. Since liquor without music does not produce brawls, the hours during which liquor may be sold are not cut down.

Leningrad Marriages Average Four Years

Four years is the average duration of marriages in Leningrad, according to statistics published by the Russian Soviet government. Each year in that city there are 237 divorces against every 1,000 marriages. This condition is explained by the ease and small expense with which divorces can be obtained under the new Soviet Civil Code, the only requirement being the expressed desire of either party that the marriage contract be annulled. A divorce costs only $2. In 1925 there were 13.8 marriages for every 1,000 of Leningrad's population. In 1914 the figure was 6.4.

Standard Oil Shares Sold to Employes

Employes of the Standard Oil Company of New Jersey to the number of 16,358 acquired title recently to common stock of the company, having an aggregate market value of $39,000,000. They acquired these holdings by virtue of an employe-stock-purchasing plan inaugurated by the company five years ago. Those who took advantage of the plan represented thirty-seven per cent. of all employes. Their acquisition of title increases the number of common stockholders in the company to 45,000. The 884,041 shares acquired by the employes under the plan represented more than four per cent. of the company's outstanding common stock. As a group, the employes will rank next to John D. Rockefeller, Jr., the leading stockholder.

Wants to Train Men in Home-Making Duties

Dean William E. Smyser of Ohio Wesleyan University recently predicted that the college freshmen who matriculate in 1931 will elect courses in home-making as part of the routine of getting a B. A. degree. There are great institutions of learning which teach the principles of cookery, along with vitamins and calories and market-basket technique, social and economic problems of the family and thrift promotion. Men teach some of these subjects and here and there are found men studying them. "Many things have brought this change about. There is the increasing number of women employed in professional and clerical occupations. This one sympton is full of implications that include the automobile, the radio, prohibition, country clubs, bobbed hair, restricted immigration and the difficulty of getting help," Dean Smyser declared. He added that the smaller home, the mechanism of household appliances, and the administration of a budget also put the man in closer relation with the making of the home.

Commercial Aviation Expands in Germany

The contemplated commercial aviation program in Germany would merge the German air concerns to provide daily service over forty-two separate air lines. Seventeen lines will radiate from Berlin, which means that seventeen passenger planes will start from this city and land here every day. Moscow will be reached in fifteen hours by eleven passenger airplanes leaving Berlin daily at 2 a. m. Direct air routes will connect Berlin with London, Amsterdam, Copenhagen, Dantzic, Memel, Riga, Kovno, Smolensk, Zurich, Stockholm and Helsingfors, as well as a score of cities in Germany itself. For air traffic purposes Germany is divided into five sections. There will be 120 planes and 160 pilots available for this new unified service.

World to End— But Why Worry?

The date of the end of the world has been fixed by Professor F. R. Moulton of the University of Chicago. Stating that there is no cause for alarm he said that anyone could figure it out like this: The earth is two thousand million years old. The average life of such a planet is a thousand times a million times a million years, or 1,000,000,000,000,000 (one quadrillion) years. So it will go on whirling on its orbit for another 500,000 times as long as it has already whirled. And when that time comes, the sun will get too close to this planet and pouf! That will be all, he predicted.

Chicago Labor Unions Plan Radio Station

Chicago may have the first radio broadcasting station owned and operated exclusively by organized labor, if the plans of the Chicago Federation of Labor materialize within the next few months. In order to raise funds to build the station it is planned to assess each of the 350,000 members in Chicago $2. The programs of labor's contemplated station will be largely of an educational nature, consisting of speeches, lectures, reviews of the topics of the day, labor legislation, economics, and the like. To lend variety to the program, music and entertainment will be featured.

Radio Fans in British Isles

Radio set owners in the British Isles now total 1,644,325, according to the number of receiving licenses issued. During 1925 the monthly rate of increase ranged between 40,000 and 50,000. The December total was 69,593, and it is expected that the number will reach 2,000,000 within a few months. It is estimated that there are numerous "pirates" of the British ether. They are the listeners who operate sets, but have not taken out a license. The majority of British auditors use crystal detector circuits because the stations are so distributed that most of the population is within a short radius of at least one transmitter.

Congressmen Offered Beer for Test

A well-known brewing company of Milwaukee has sent an offer to Representative John P. Hill of Maryland to supply each member of Congress with a case of beer before dealcoholization is accomplished so that the Congressmen may determine for themselves whether beer is intoxicating. The offer was made in a telegram to Representative Hill, who declared, in a recent debate with Representative Blanton of Texas, that the prohibition beer was not intoxicating in fact.

Chinese Feet Are Now Taxed

By heavy taxation two Chinese militarists are endeavoring to change an ancient fashion and unbind women's feet. Feng Yuhsiang, "Christian General," friend of Russia and Controller of Peking, and Chang Tsung-chang, Governor of Shantung, who is neutral among the warring tuchuns, have imposed upon every woman under thirty in their jurisdictions whose feet are not unbound by a fixed date a fine of $3 a month. The women of their provinces will necessarily give heed. Through poverty, the militarist leaders may succeed in unbinding women's feet and abolishing a custom that has withstood imperial edicts of older days. The heavy fine may turn the trick. Taxes are worse than unmarried daughters, according to the Chinese.

Illiteracy Still a Problem

While the school programs for native illiterates and adult foreign-born have steadily improved during the past five years and the general outlook is most promising, there is considerable misunderstanding in the minds of many people about the need of further work, according to Charles M. Herlihy, state supervisor of adult alien education for Massachusetts. He urges a continuous program of adult citizenship education. "The total number of native illiterates in 1920 shows a marked decrease as compared with the number in 1910 and 1900. The 3,000,000 citizens of the United States who are unable to read and write constitute a challenge to American education," Mr. Herlihy declared.

Deplores Flow of Relics to America

A bill has been introduced in the House of Commons by Sir Henry Slesser that is intended to curb the practice of transporting ancient or historic buildings piecemeal to the United States. "There is a constant flow of some of the most beautiful English works of art to America, most of which never will come back," he said. "The same thing is true of historical documents, records and books, relics which every patriot ought to desire to see retained instead of becoming subject to traffic and sold to the highest bidder."

Aids Institute He Founded

Mr. and Mrs. Henry Phipps of New York have donated $500,000 to the University of Pennsylvania to be devoted to the welfare of the Phipps Institute. This institute was founded by Mr. Phipps for the treatment of tuberculosis under the direction of the University of Pennsylvania. The latest gift was made on condition that the university raise an equal amount for the institute. Henry Phipps is a former partner of Andrew Carnegie. In 1908 he gave $1,300,000 to the University of Pennsylvania to build the Phipps Institute. Later gifts to the Phipps Institute aggregated $2,000,000.

American Influx Enriches Canada

Wealth in cash and effects totalling $163,470,553 was brought into Canada during the last twelve years by settlers from the United States, according to a statement from the Department of Immigration and Colonization of the Canadian Government. The biggest year was 1912-13, when settlers from the United States brought $25,795,545 to the Dominion. The lowest year was 1915-16, when the total was $6,005,049. In the last fiscal year it was $6,277,122. In the last fourteen years Michigan furnished 87,107 citizens; Minnesota 86,922; Massachusetts 77,750; Washington, 75,466; New York, 74,067 and North Dakota, 51,402. Others varied from 30,000 to a few hundred.

Per Capita Cost of Government

Each man, woman and child in the United States cost the Federal and State Governments about $58.71 in 1923, it was revealed in figures made public by the National Industrial Conference Board. Of the $58.71, $16.69 went for education and libraries, $12.03 for highways, $9.69 for interest and amortization charges, $3.97 for protection of persons and property, $2.83 for general health and sanitation purposes, $3.24 for administration and general Government expense, $2.74 for charities, hospitals and correctional institutions, $1 for recreation and $3.60 for public service enterprises.

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EDUCATION IN ACTION

Countess of Warwick Starts Labor College

Easton Lodge and nine hundred acres, comprising an ancient estate dating back to Elizabethan times, have been donated by the Countess of Warwick, one of the titled members of the Labor party in England, to the Trades Union Congress to be used as a labor college. American students interested in the labor movement will be permitted to attend the regular courses and summer schools, if plans now under consideration for developing the international aspect of the trades union movement are carried out.

Chinese Centre For Columbia

To develop at Columbia a centre of Chinese culture, Paul Pelliot, among the greatest of living Chinese scholars, is coming to New York from Paris. At present he is professor of the history, literature and art of Central Asia in the College de France. The mission of Professor Pelliot is to aid "in linking the East and West in a union of spiritual understanding essential to the unity of civilization." He will take up the work interrupted by the death, some months ago, of Professor Thomas F. Carter, head of the Department of Chinese at Columbia, an occupant of the Dean Lung chair.

Gives School to Trenton, N. J.

Under the will of Joseph Oliver Stokes, late president of the Thermoid Rubber Company, recently filed in probate in Trenton, N. J., the city will be given a public school costing at least a million dollars. The bequest was made by Mr. Stokes in memory of his only son, Joseph, who died in 1905 at the age of twenty years, shortly after he had entered Princeton University.

Small Child and Mother Taught

A school for child study is opening in Toronto, Canada. The school's mission will be to train children from two years old to five, and to interest and instruct the mothers in child study. Hence there will be two divisions — the nursery school and parent education. Dr. W. E. Blatz of the University of Toronto has been appointed director of child study. Mrs. E. A. Bott is instructor in parent education. Dr. Blatz declares that the time for a child to start school is when he develops into a social individual, recognizing other children and grown folk also in his scheme of things. The nursery school receives children at two, and at five they graduate into the schools already familiar to older children, having learned in some measure the lessons taught at a nursery institution — respect for authority, personal responsibility, consideration for the rights of others, cooperation, a plan of work and emotional stability.

School Board Tradition Persists

That a member of the Emerson family should sit on the School Committee of the town of Concord, Mass., is a tradition which still holds. This is shown in the candidacy of Raymond Emerson, a grandson of Ralph Waldo Emerson, for the position held by his ancestors. Ralph Waldo Emerson was a member of the School Committee and at one time superintendent of schools. His son, Dr. Edward W. Emerson, followed in his footsteps. The last member of the family to sit on the board was Miss Ellen Emerson, granddaughter of the poet. She resigned in 1920, when she was married. A six-cornered contest has developed this year for three vacancies on the board. At a recent citizens' caucus Raymond Emerson received the highest vote.

Vocational Guidance Should Begin Early

"Vocational guidance should begin not at the moment that the senior is looking for a job, but early in the sophomore, if not the freshman year," said Dr. Mabelle B. Blake, recently appointed personnel director at Smith College. "And vocational guidance is only a part of personnel work," she explained. "If you want to define it in a sentence, you might call it that work which assists students to make progress in their educational and vocational careers."

Beautiful Fingers for School Children

Boys and girls in the Malden, Mass., public schools have shown that they can cure themselves of the habit of nail-biting. For some time records have been kept in several classes to find out what gain could be made. In six classes of about 210 children there were sixty-one with bitten finger nails. A year later forty-one of these children had broken the habit. From the last survey of the Malden elementary and junior high schools it was found that 707 children had bitten finger nails. This number is eleven per cent. of the total number inspected in the survey. If these boys and girls can cure themselves as rapidly as did the smaller group of children mentioned above, 474 of them will pass from the list of nail-biters within the coming year.

Paris Schools Have Pupil Shortage

At a recent meeting of the Paris City Council it was revealed that several school buildings were obliged to be closed because there were not enough children. During the war the number of children born was forty per cent. less than in normal pre-war times. And it is the generation born during the war that is now seeking admission to the schools. The Paris Education Commission estimates that the situation cannot become normal before 1928, and that meanwhile a considerable saving in the city's expenditure can be effected by closing the least needed schools and diverting the pupils to the neighboring ones.

Keene, N. H., State Teachers College lost its fine Teachers Training building by fire on Christmas eve, but it is to be rebuilt at once.

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BOSTON

Oppose Liquor Drinking by Students

The mid-West Students' Conference in New Orleans, representing 123,000 college students in the South, East and Middle-West, recently went on record as opposing liquor drinking by students. Fraternities were held responsible for most of the drinking, and it was decided that only through enlisting their co-operation could any success be achieved in preventing widespread violation of the prohibition laws. The delegates agreed that the modern college student is as sound morally as were those of past years.

Kansas Co-Eds Now Taller and Thinner

Miss Rica Cluff, instructor in physical education, who has compiled physical statistics on 368 freshmen at the University of Kansas, states that women attending the university are becoming taller and thinner. The figures reveal that the average freshman woman student is eighteen years, eight months old, weighs 119 pounds, and is five feet, 4.6 inches in height. Miss Cluff says that a few years ago the average height of college women was five feet, three inches and the average weight 126 pounds.

Oxford Course for American Women

As a result of the co-operation of the four women's colleges at Oxford, Eng., and the Society of Oxford Home-Students, with the Committee on International Relations of the American Association of University Women, a special summer vacation course is offered to American women. The committee will accept only those women who are graduates of approved American colleges or teachers on the staffs of American public high schools. The number will be limited to 450. English and history are the subjects on which the lecturers will concentrate. The course will occupy eighteen days. Conducted tours of the colleges, enriched with their associations of famous men, will be arranged for the students at the summer school. Side excursions will also be arranged to visit historical spots outside Oxford. The session at Oxford has been so timed that those who wish more of English university life and work may go directly to the university extension summer meeting at Cambridge scheduled for the first part of August.

Ceilings Loosened; Charleston Banned

Mercersburg (Pa.) Academy, where the sons of President Coolidge formerly were students, has banned the Charleston. Phonograph playing has been restricted to three and one-half hours in the evening because examinations were being "flunked," the authorities said. So vigorous has been the Charlestoning done by the boys of the academy that plaster has been knocked down, floors shaken and carpets damaged.

Sought Teacher Who Could Be Attractive

The Pima County, Arizona, board of school trustees has been supplied with a school teacher at its own request, who can "smoke, dance, sing, play the piano, look attractive and entertain nicely." This was disclosed by Mrs. Anna E. Daniels, Pima County school superintendent, who added that she filled the position with a young woman who lost her job in a nearby school because she smoked and danced.

Vermont Faculty Elects New Dean

The faculty of the College of Medicine of the University of Vermont have unanimously elected to the position of acting dean of that school, Professor James Nathaniel Jenne, M. D., M. S. Professor Jenne has been connected with the faculty of the College of Medicine for thirty-five years. He succeeds the late Dr. H. C. Tinkham, whose death occurred last December.

The March Number of "EDUCATION" is the Official Organ of the New England Association of Colleges and Secondary Schools

This influential Association celebrated, recently, its Fortieth Anniversary, at Boston, Mass., the meeting-place being the Jacob Sleeper Hall, adjoining the Boston University. The "Guests of Honor" were all the living Past Presidents of the Association, nearly all of whom were present. The following is the distinguished list, viz:—

Charles E. Fay, 1886-1888; Charles W. Eliot, 1898-1900; William H. P. Faunce, 1908-1910; Ernest Carroll Moore, 1913-1914; Mary Emma Woolley, 1914-1915; Alfred Ernest Stearns, 1915-1916; Abbott Lawrence Lowell, 1916-1917; Ellen Fitz Pendleton, 1917-1918; Horace Dutton Taft, 1918-1919; Lemuel Herbert Murlin, 1919-1920; James Arthur Tufts, 1920-1921; George Daniel Olds, 1921-1922; Clement Collester Hyde, 1922-1923; Anna Jane McKeag, 1923-1924.

The subjects discussed were as follows:

INDIVIDUAL INSTRUCTION

Elementary Schools—Charles L. Spain, Deputy Superintendent of Schools, Detroit, Mich.
Secondary Schools—Alexander J. Stoddard, Superintendent of Schools, Bronxville, N. Y.
Colleges—Dean Herbert E. Hawkes, Columbia University, New York City, New York.

HONORS COURSES IN AMERICAN COLLEGES

President Frank Aydelotte, Swarthmore College.

REPORTS OF COMMITTEES

Joint Committee on College Entrance Requirements—Dean Otis E. Randall, Chairman.
Committee on Standards for Colleges—President Kenneth C. M. Sills, Chairman.

Special Report—The Honors Work at Smith College, Northampton, Mass.—Professor Eleanor Duckett, Smith College. There were also Reports by Florence Bigelow and Henry G. Pearson, on College Entrance Requirements.

Copies of the March number containing these addresses can be obtained (as long as they last) for 50 cents, postpaid, by addressing the Publishers of Education, 120 Boylston Street, Boston, Mass.

Free State to Study Our Schools

An announcement has been made by Minister of Defence Hughes that the government of the Irish Free State intends to send to the United States a delegation of officers to inquire into and report on the best means for equipping schools in which to train Free State army officers.

School Editors to Meet at Columbia

The second annual convention of the Columbia Scholastic Press Association will be held March 12 and 13. Joseph M. Murphy, secretary of the organization, announced that the annual contest for the best newspaper and the best magazine published in the high schools of the country would be held in connection with the convention. Cups will be awarded to the winners. Business sessions will be held at Columbia University. Leading journalists, publishers, writers and business men will address the convention. A dinner on the first night, an excursion through the city and a special party to see the Columbia 'varsity show at the Waldorf-Astoria have been arranged for the delegates.

Debaters to Go to England

Boston University's debating team will go to England in May to debate with three universities selected by the Institute of International Education. Oxford and Cambridge will not be among the opponents because their schedules are full until late in the fall. The university men to go on the trip will be the four who make the best showing in the debates to be held by the team during April and May.

Exhaustive Survey on Language Study

What appears to be the most exhaustive investigation of the teaching of any subject ever attempted, is announced in the first two bulletins of the Modern Foreign Language Study, which is being conducted by the American Council on Education, with the cooperation of the United States Bureau of Education. A committee on direction and control, consisting of twenty representative teachers in universities and secondary schools of this country and Canada, and headed by Professor R. H. Fife of Columbia, has begun to lay out a plan of campaign which is colossal in scope. No less than 123 problems in the study of foreign languages are suggested in the committee's preliminary announcement of objectives, upon which problems new light will be sought through the survey.

Summer Session Offers Evolution Courses

Evolution will be a chief theme of the twenty-seventh summer session of Columbia, which begins on July 6 and ends on August 13, according to an announcement by Director John J. Coss. In public lectures and in classroom and laboratory courses, it was said, an attempt will be made to correct popular misconceptions. Professor J. H. McGregor of the Columbia department of zoology will direct a course on the evolution of man. "This course," he explained, "aims to show what organic evolution really is and to indicate the common misconception regarding it."

Faded Texts Can Be Revived

In a communication to the Academy of Inscriptions and Belles Lettres in France, Charles Samaran has informed his colleagues that by the use of ultra-violet rays he can resuscitate texts that had been erased or obliterated from old parchments. Even though the parchment had been written on a second or third time, as was done in medieval days, he maintains the original lettering can be brought to light. He has conducted a number of experiments in conjunction with Edmond Bayle, director of the Paris police laboratory.

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GRINS BETWEEN GRINDS

Spring Fever

Elsie—"Mamma, I don't feel well."

Mother—"That's too bad, dear. Where do you feel worst?"

Elsie—"In school, mamma."—The Christian Register.

Clothes That Passed in the Night.

Passenger (after the first night on board ship)—"I say, where have my clothes gone?"

Steward— "Where did you put them?"

Passenger—"In that little cupboard there, with the glass door to it."

Steward—"Bless me, sir, that ain't no cupboard. That's a porthole."—Reynolds Newspaper (London).

Wrong Number

Owner—"See what ails my horse, Sam. You said you was a veterinarian."

Sam—"No, sah! I said Ah was a vegetarian."

Its Location.

"Now, Bearcat," severely began the Sabbath-school teacher, "you must pay more attention to the lesson. Where was Solomon's temple?"

"Thought you'd ketch me that time, didn't you?" impudently returned young Bearcat Johnson. "Solomon's temple was on the side of his head, o' course!"—Kansas City Star.

A Muddled Fog

Professor (concluding difficult explanation)—"Is that cigarette smoke I see back there, Brown?"

Stude—"No, sir. It must be just the fog I'm in, sir."

Chauffeur Required

Bricklayer to foreman: "Looks like a good, long job, but I can't take it with no place near to park my car."

Foreman—"All right, anyway. This is a high-class job. We don't want you unless you have a chauffeur."

Of Course Not

Lady—"I want a nice book for an invalid."

Bookseller—"Yes, madam. Something religious?"

Lady—"Er—no—no—er—he's convalescent."—London Mail.

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[Editorial in Boston Herald.]

Who can read without emotion the account of the funeral of Cardinal Mercier in Brussels?

All Belgium stood still, all Brussels thronged about the Church of Sainte Gudule. Behind the casket walked King Albert, as kingly a hero as ever occupied a throne. Behind him came Marshal Foch, the commander of all the armies of the allies in the west. In the procession walked the representatives of almost all the governments of the world, soldiers in uniform, monks in brown habits, workmen in the garb of toil, distinguished officials, and they walked between solid banks of mourning citizens numbering tens of thousands. Only one wreath did the coffin bear, placed thereon by an American captain of aviation in the name of the American Legion. And the city was supernaturally still, people spoke in whispers, only the moving of marching feet could be heard and the thud of the hoofs of horses.

Not since the days of the Unknown Soldier in the several capitals of the fighting nations has the world witnessed such a sincere tribute as was paid to the great cardinal on Thursday. It was a tribute to a man. It was a tribute to Belgium itself, the hero nation of the war.

Such a scene confirms our faith in human nature.

U. S. Medical Library

Uncle Sam's Medical Library in Washington is the largest of its kind in the world. It contains 801,887 volumes and pamphlets, including 496 books printed before the year 1500. About 1,900 periodicals are on file. Physicians have access to the library and may also have books sent to them anywhere in the United States.

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Meetings to Be Held

MARCH.

18-20: North Carolina Teachers' Assembly, at Raleigh. Jule B. Warren, secretary, Box 887, Raleigh.

18-20: South Carolina Teachers' Association, at Columbia. J. P. Coates, 709 National L. & E. Building, Columbia.

APRIL

1-2-3: Alabama Education Association, at Birmingham. R. W. Cowart, secretary, Montgomery.

14-18: Georgia Educational Association at Macon. Kyle T. Alfriend, secretary, Forsyth.

17: Massachusetts Teachers' Association, at Boston. Stanley R. Oldham, secretary, 15 Ashburton Place, Boston.

21-24: Kentucky Education Association. R. E. Williams, secretary, 4518 Southern Parkway, Louisville.

30-May 1-2: Mississippi Education Association. Place to be announced later. W. N. Taylor, secretary, 425 Edwards Hotel Building, Jackson.

JUNE.

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

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